

DOCUMENT RESUME

ED 149 501

EC 103 573

TITLE What Does It Mean? How to Interpret Professional Reports Concerning Your Handicapped Child.
 INSTITUTION National Learning Resource Center of Pennsylvania, King of Prussia.
 SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.
 PUB DATE 77
 CONTRACT OEC-0-74-7892
 NOTE 21p.; For related information, see EC 103 572 - EC 103 578 ; Pages 20 and 21 may reproduce poorly
 EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
 DESCRIPTORS *Clinical Diagnosis; *Educational Diagnosis; *Handicapped Children; *Medical Evaluation; *Professional Personnel; *Reports; Student Evaluation; Test Interpretation
 IDENTIFIERS *Parent Resources

ABSTRACT

Intended for parents of handicapped children, the booklet provides information on interpreting professional reports. General format and specialty areas are explained for medical reports (including the pediatrician's, neurologist's, psychiatrist's orthopedic specialist's, ophthalmologist's, and optometrist's reports); educational reports (including the educational diagnostician's, speech pathologist's, audiologist's, physical therapist's, and occupational therapist's reports); psychological reports; and social services reports. Also offered are general comments on interpreting professional reports. (SBH)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED149501

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

What Does It Mean?

How to Interpret Professional Reports Concerning Your Handicapped Child

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

June Katucki

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM."

EC103573

The National Learning Resource Center
of Pennsylvania
443 South Gulph Road
King of Prussia, Pennsylvania 19406

The National Learning Resource Center of Pennsylvania is a federally funded contract between the Bureau of Education for the Handicapped, Washington, D.C., Contract #OEC-0-74-7892, and the Bureau of Special and Compensatory Education, Pennsylvania Department of Education. The contract is administered by Montgomery County Intermediate Unit #23. The opinions expressed herein do not necessarily reflect the position or policy of the Pennsylvania Department of Education or the Bureau of Education for the Handicapped.

NLRC/P gratefully acknowledges the support and contributions of the following persons and institutions under whose auspices this document was developed.

Gary Makuch
Principal Investigator
Director, Bureau of Special and Compensatory Education
Pennsylvania Department of Education

William Ohrtman
Chief of Special Education Programs and Services
Bureau of Special and Compensatory Education
Pennsylvania Department of Education

Elaine Gilvear
Chief of Special Education Federal Programs and Services
Bureau of Special and Compensatory Education
Pennsylvania Department of Education

Elinor Long
Chief, Division of Special Education Regional Review and Evaluation
Bureau of Special and Compensatory Education
Pennsylvania Department of Education

Dennis Harken
Executive Director
Montgomery County Intermediate Unit

NLRC/P also acknowledges the contribution of Marvin Fredman, Ph.D., Wordsworth Academy, who served as product consultant for the material contained in this book.

Contributors: Debra G. Klinman
Toba S. Shapiro
Camilla Grigsby
Hinda Miller
James Duffey
Director, National Learning Resource Center

CONTENTS

	Page
Introduction	1
Medical Reports: General Format	2
Medical Reports: Specialty Areas	3
The Pediatrician's Report	3
The Neurologist's Report	4
The Child Psychiatrist's Report	4
The Orthopedic Specialist's Report	5
The Ophthalmologist's Report	5
The Optometrist's Report	5
Psychological and Educational Reports: General Format	6
Psychological Reports: Specialty Areas	8
The Psychologist's Report	8
Educational Reports: Specialty Areas	9
The Educational Diagnostician's Report	9
The Speech Pathologist's Report	9
The Audiologist's Report	10
The Physical Therapist's Report	10
The Occupational Therapist's Report	10
Social Services Reports: General Format	11
Social Services Reports: Specialty Areas	12
The Social Worker's Report	12
Interpreting Professional Reports: Some General Comments	13

Introduction

As the parents of a handicapped child, you will come into contact with a variety of professionals who will serve your special needs and those of your child. These professionals are trained to understand your child's handicapping condition and to help develop a plan of treatment and care that will minimize your child's problems and maximize his chances for future success.

After examining your child and developing a suitable plan of treatment, these professionals will communicate their findings to you. Unfortunately, this communication process is not always satisfactory. Some professionals may present you with a written report of their findings without explaining how to interpret what it says. This can leave you, as parents, wondering: "What does it mean?"

This booklet will help you understand professional reports by explaining what to expect as you communicate with professionals in medicine, psychology, education, and social services. When dealing with any of these professionals, you should be prepared to read and listen carefully, and then ask any questions you might have. Understanding what the professional is saying to you, and asking the right questions, will make it easier for you to carry out recommendations designed to help your handicapped child.



Medical Reports:

GENERAL FORMAT

Professional reports in all of the specialty areas of medicine tend to be presented in a similar way. Unlike reports in many other professional areas, medical reports are usually not presented in a step-by-step format. Instead of separate, specifically identified sections containing different pieces of information, medical reports are written like letters, in a series of related paragraphs concerning the examination of your handicapped child. However, one part of a medical report may be set off from the rest. This is the "diagnosis section", in which the physician states exactly what type of handicapping condition your child has.

Medical reports are probably the most technically written professional reports you will receive. This is because medical terms themselves are highly technical, and because physicians often do not include detailed explanations of examination procedures in their written reports.



Medical Reports:

SPECIALTY AREAS

The Pediatrician's Report: The pediatrician is the physician who will supervise your child's health care throughout his childhood. He will examine your child at regular intervals and keep detailed records of your child's health, as well as his physical, emotional, and intellectual growth. Often, it is the pediatrician who first identifies signs of a handicapping condition, and makes referrals to appropriate specialists for further evaluation.

The pediatrician will normally perform a routine physical examination of your child each time you bring him in for a check-up. Your child will be carefully examined from head to toe, and the pediatrician will question you about how you think your child is progressing. From time to time, the pediatrician will also perform routine laboratory tests – such as blood or urine tests – to screen your child for possible problems. Finally, the pediatrician will immunize your child against common childhood diseases.

The pediatrician's report will discuss the findings of all the evaluation procedures he uses to monitor your child's health and growth. The pediatrician will also keep a developmental history of your child, and will recommend that he be seen by other professionals if he suspects the presence of a handicap.





The Neurologist's Report: The neurologist is an expert in how the central nervous system operates, and in treating the problems and handicaps that are related to central nervous system malfunctions. The neurological report talks about how your child performed on the various tests that make up a neurological examination. The neurologist will examine your child's reflexes, motor coordination, and sensitivity to sound and light for clues that indicate the presence of neurological problems. Other tests of neurological functioning may be included for the same purpose.

After interpreting the test results, the neurologist will report whether any problems exist. If so, he will determine whether a disease, such as a brain tumor or viral infection, might be causing the problem. It is also possible that some type of severe injury to the central nervous system is responsible for your child's difficulty.

If the neurologist believes that a serious problem exists, he will most likely recommend that your child be evaluated more thoroughly. This will probably mean a visit to the hospital where your child will be given medical tests such as an X-ray of the brain or an electroencephalograph (EEG). An EEG is an instrument which records, on a graph, the electrical activity of the brain. By comparing the pattern shown on your child's graph to a normal pattern of electrical activity, the neurologist can determine if there are problems in the way your child's brain is functioning. The use of an EEG is particularly helpful if your child is believed to have a seizure disorder.

A neurological report may also discuss any indications that your child's central nervous system is not operating properly due to less serious causes. It is possible for the central nervous system to malfunction because of a minor injury or an inherited tendency. In such cases, the neurologist will probably not recommend further evaluation. Your child may also be suffering from a chemical imbalance in his body, which can be caused by several factors, including his diet. Suspected chemical or nutritional imbalances might warrant a recommendation for further evaluation.

The Psychiatrist's Report: The psychiatrist is trained in diagnosing and treating emotional disorders. He is able to understand how well your child has adjusted to the world around him, and he will try to understand the feelings that your child carries around inside himself. The psychiatric report, therefore, will contain information about your child's view of his surroundings, and his emotional strengths and weaknesses.

One of the most important pieces of information in a psychiatric report is how well your child is in touch with the world around him. The psychiatrist tries to find out how comfortable your child feels in his environment, since this is related to your child's ability to grow and to learn from the things around him. The psychiatrist will also want to know how clearly your child understands his environment, and how well he relates to other people. The psychiatrist is also interested in how your child behaves in order to get what he wants, and what he is likely to do when he is frustrated. Finally, the psychiatrist wants to know how your child expresses his feelings, and how well he can accept criticism, disapproval, and rejection.

Along with a description of your child's emotional stability and personality characteristics, the psychiatric report may also contain a diagnosis. The specific diagnostic terms used in the psychiatric report will not be familiar to you, so you should feel free to ask the psychiatrist for an explanation of his findings.



The Orthopedic Specialist's Report: The orthopedic specialist is a medical doctor who has been specially trained to diagnose and correct problems in the muscular and skeletal systems of the body (arms, legs, spine, joints, and related muscles). The orthopedic specialist's report contains a description of the type of physical handicap your child has, and its cause, such as a limb that has been deformed since birth, or an arm or leg injured in an accident. The report also describes the severity of the problem, and a recommendation for treatment, which may include surgery, medication, or physical therapy.

The orthopedic specialist's report is likely to be difficult to understand because of its technical language. If your child's physical handicap is the result of an accident, the report will contain a technical description of the damaged body parts. It may be helpful for you to refer to pictures of the body parts involved, rather than just their names, so that you can better understand what the report is saying. The section of the report that deals with the orthopedist's recommendations for treatment is usually presented in less technical terms.

The Ophthalmologist's Report: The ophthalmologist is a medical doctor who specializes in eye problems. His report generally includes a discussion of how the different parts of the eye are operating, and the possible presence of eye diseases or injuries. The ophthalmologist reports on your child's ability to see objects clearly at various distances. Glasses will be prescribed if your child is having difficulty seeing clearly, due to such problems as nearsightedness, farsightedness, or astigmatism. If other problems exist, the ophthalmologist may recommend medication or surgery.

The Optometrist's Report: The optometrist, like the ophthalmologist, will test your child's ability to see objects clearly. As a result of his examination, the optometrist may prescribe glasses to correct vision problems. However, unlike the ophthalmologist, the optometrist is not a medical doctor and cannot prescribe medication or perform eye surgery.

Some optometrists specialize in diagnosing "visual perception" problems and may test aspects of your child's visual perceptual ability. Following this evaluation, the optometric report will discuss specific difficulties and present recommendations for treatment. One of the most common recommendations involves specific training to help your child overcome areas of perceptual difficulty.

Psychological and Educational Reports:

GENERAL FORMAT

Professional reports in the fields of psychology and education tend to be presented in a similar format. There are usually seven sections in these reports, all of which contain information you will need to understand. These seven kinds of information are:

1. a statement of the problem
2. background information
3. types of tests used
4. a discussion of your child's appearance and examination behavior
5. a discussion of the results of the examination
6. a diagnosis
7. a set of recommendations

1. Statement of the Problem: Most professional reports in the areas of psychology and education begin with a description of the reasons why your child is being examined. Sometimes, these reasons are placed under the heading "Reason for Referral." In this first section, the professional will summarize the most important problems that have been noticed by people who deal with your child. The "Statement of the Problem" section is very important because it describes the kinds of information the professional wants to obtain through his examination.

2. Background Information: In many professional reports, there is a section of important information about your child's history. Information concerning your child's birth, his development of speech and muscle coordination, and the results of previous evaluations are examples of what might be found in the "Background Information" section. You, as parents, can be helpful to professionals by supplying them with the background information they will need to understand your child's handicapping condition.

3. Types of Tests Used: When specific tests are used during an examination, they may be listed by name in this section of the professional report. Knowing which tests were used may enable you, as well as the professional examiners, to determine the appropriateness of your child's evaluation results.

4. Appearance and Test Behavior of your Child: This section describes what your child looks like and how he acted during the examination. The description of your child's appearance usually includes his height, weight, race, hair color, and how he seemed to be feeling during the evaluation. Was he nervous or relaxed, sad or happy? Was it impossible to tell exactly how he was feeling? Information about your child's appearance is included in the professional report so that anyone who reads it will be able to form a mental picture of your child.

The way your child behaved during the examination is of special importance to most professionals because it helps give them a picture of how your child acts in his natural environment. (For example, it is important for the professional to notice whether or not your child was cooperative, how well he related to the examiner, and how he handled somewhat difficult tasks.) Therefore, professionals may spend a good deal of time during the examination watching your child's behavior, and include their observations in their report.

5. Discussion of the Results: The most important section of a professional report is discussion of the results of your child's evaluation. Here, the professional discusses his reasons for deciding what your child's handicapping condition is. If specific tests were used to make the evaluation, your child's test performance will also be discussed. Some professionals include actual test scores in their reports, while others prefer not to, knowing that any child's test scores can change, depending upon factors like mood or time of day.

The most important thing for you, as parents, to keep in mind is that the "Results" section is likely to be written in technical language. Therefore, you will probably need the assistance of the professional who wrote it to fully understand this section.

6. Diagnosis: The diagnosis presented in an educational or psychological report is actually a classification of the type of handicapping condition the professional believes your child has. Diagnostic classifications simplify communication between professionals. However, as parents, you may find them confusing.

First of all, it is important to realize that a diagnostic classification describes a group of symptoms that are most often associated with a particular handicapping condition. However, the diagnosis does not describe your child's specific symptoms, and your child may not have all the symptoms associated with the classification. Second, a diagnostic classification may not specify the severity of your child's handicap. Finally, you should recognize that the diagnosis made by a particular professional is not necessarily the only one possible. Sometimes two professionals will observe the same symptoms and arrive at different diagnoses. Such a disagreement may be caused by differences in professional training, experience, or philosophy.

7. Recommendations: The final section in a professional report includes a set of recommendations, or prescriptions for helping your handicapped child. The word "prescription" is often used because it emphasizes that there is a plan of action to follow that will provide the help your child needs.

The recommendations in a professional report may be listed under a separate heading, or they may simply make up the last few sentences of the report. In any case, you, as parents, have every right to expect that a workable set of recommendations will be offered to you.

It is particularly important that you understand these recommendations, and ask the professional any questions you might have about them. You will be able to follow the plan of action that will be most helpful to your child only if you understand what is being prescribed.

Psychological Reports:

SPECIALTY AREAS

The Psychologist's Report: Psychological evaluations are often the first step in identifying a child's handicap, since they can point out the need for further evaluation by other professionals. The psychologist generally looks for indications of a range of possible handicaps in the intellectual, psychiatric, neurological, and perceptual areas.



The psychologist will evaluate your child's intelligence by giving him tests and comparing his results with those of other children of the same age. In this way, the psychologist can determine if your child's intelligence is average, above average, or below average. In the psychologist's report, your child's intelligence test results will be indicated as an "I.Q. score." Scores between 90 and 110 indicate that your child is as intelligent as most other children his own age. Higher scores mean your child is above average in intelligence, and lower scores mean he is below average. Your child's exact score in I.Q. points can vary depending on the test he was given, the time of day he was tested, or his mood. Therefore, it is important for you, as parents, to understand what your child's I.Q. score means in general, and not be overly concerned with the exact point score.

Much of the same information gathered during a psychiatric evaluation can be obtained by the psychologist, through the use of personality tests and interviews. The most common personality tests involve the child's looking at pictures and then describing what he sees. These pictures may be photographs, cartoons, drawings, or inkblots. Your child's stories about these pictures help the psychologist to understand how he thinks and feels about himself and his world. The psychologist may also interview your child, asking specific questions and watching closely for behavioral signs of how your child is feeling.

The psychologist's report will include his interpretation of the results of your child's personality testing. It will discuss your child's adjustment to his environment, his feelings and how he expresses them, and his attitudes about himself and others who are important in his life. The psychologist may refer your child for a psychiatric evaluation if serious problems show up in any of these areas.

The psychologist may also examine your child for indications of neurological problems. Signs of problems in the way your child's central nervous system is functioning can show up in certain behaviors, as well as in the results of intelligence tests and tests of perceptual ability. If the psychologist finds any indication that your child has neurological problems, he will indicate this in his report and then refer your child to a neurologist for a more thorough evaluation.

Educational Reports:

SPECIALTY AREAS

The Educational Diagnostician's Report: Professionals who are trained to make educational diagnostic evaluations include reading specialists, learning disability specialists, psychologists, and others. The educational diagnostic report describes the particular skills your child already has in several important areas. If your child is severely handicapped, he will be evaluated for his level of performance on tasks of motor ability, language ability, and social skills. The educational diagnostician's report will present an exact description of the level at which your child is presently able to function in these areas, so that the next steps in his learning can be prescribed.

If your child's problems are academically related, the diagnostician will evaluate his skills in such areas as reading, mathematics, and spelling. Three different categories of reading skills are typically discussed in educational diagnostic reports. The first is word recognition, which refers to how well your child knows words when they are presented to him. The second skill is word analysis, which refers to your child's ability to figure out the meaning of words he does not immediately recognize. The third skill is reading comprehension, which refers to your child's ability to read something and then remember and understand what it says. Sometimes, your child's ability to understand written material that is read aloud to him (called hearing comprehension) is also discussed. The educational diagnostician will also report on your child's current level of ability in mathematics (for example, his ability to borrow and carry numbers, or his knowledge of multiplication and division procedures) and spelling. In other words, the educational diagnostic report focuses on describing those learning skills your child already has, so as to pinpoint exactly what he needs to learn next.

Along with this discussion of your child's educational abilities, the educational diagnostic report may also discuss your child's auditory and visual-perceptual abilities. Like the audiologist, the educational diagnostician is trained in evaluating auditory skills; and like the optometrist, he can evaluate visual perception. The educational diagnostician is interested in evaluating how well your child is able to learn through his senses of vision and hearing, since his use of these two senses is related to his success in the classroom.

The educational diagnostic report usually ends with a set of recommendations based on the results of your child's evaluation. These recommendations will focus on what your child needs to learn and the ways in which he can learn more easily.

The Speech Pathologist's Report: Your handicapped child may have a speech or language problem requiring an evaluation by a speech pathologist. The speech pathologist's report will contain information about your child's ability to speak clearly (his articulation), and a description of how well your child uses the parts of his body which affect his speech, such as his tongue and lips. The speech pathologist's report is likely to include a recommendation for speech therapy if your child has difficulty pronouncing words or speaking clearly.

The speech pathologist also evaluates language development. In his report, he will discuss your child's ability to use language meaningfully and effectively. The speech pathologist will evaluate and report on your child's ability to use different parts of speech, such as nouns, pronouns, adjectives, and correct verb tenses. Your child's ability to produce meaningful speech is called "expressive language development." The speech pathologist will also evaluate your child's "receptive language development," or his ability to understand and interpret what is said to him. If the speech pathologist identifies problems in any area of language development, his report will include specific recommendations to help your child overcome his difficulty.

The Audiologist's Report: The audiologist specializes in diagnosing hearing problems, and his examination deals mainly with evaluating your child's ability to hear specific sounds. There are two basic types of auditory problems which can affect the way your child hears. First, your child may have difficulty hearing sounds clearly because of a hearing loss or some other problem. This is called an "acuity" problem, and a hearing aid device will probably be recommended to correct it.

The second type of hearing problem involves your child's "auditory perception." This refers to the brain's ability to interpret and make sense of the information it receives from the

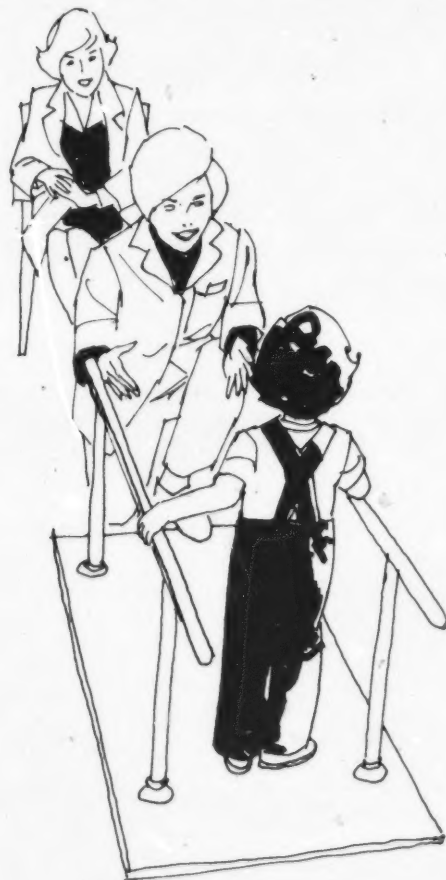
ear. Your child can have an auditory perception problem even if his ears are functioning normally. To evaluate your child's auditory perception, the audiologist will examine his abilities to remember sounds (auditory memory); to tell the difference between two sounds that are similar but different (auditory discrimination); and to disregard some sounds in order to pay attention to others (auditory figure-ground perception). If auditory perception problems are detected, specific equipment and materials may be recommended to help your child improve his weaknesses. Speech pathologists, psychologists, and educational diagnosticians may also be able to diagnose your child's auditory perception problems.

The Physical Therapist's Report: The physical therapist can help your physically handicapped child develop strength and endurance and move around with a minimum of pain. If the physical therapist performs a diagnostic examination, his report will present the results of his evaluation. The physical therapist will test your child's ability to use his muscles, nerves, or joints and to control his body movements. He will discuss his findings in his report and make recommendations for therapy to help your child.

If the physical therapist is currently working with your child to help him overcome his problems, his professional report will describe what is being done and how your child is progressing. It will describe the therapy techniques being used (such as massage, heat, exercise, and water) and when appropriate, will discuss your child's progress in learning to use such devices as crutches, artificial limbs, or a wheelchair.

The Occupational Therapist's Report: The occupational therapist works with physically, mentally, or emotionally disabled persons to help them learn the skills they need to get along every day. The techniques and equipment used by occupational therapists are designed to help your handicapped child concentrate on tasks, interact more appropriately with other people, and take care of his own health and homemaking needs.

The occupational therapist's report states the reason occupational therapy was recommended for your child, the techniques used by the occupational therapist to reach the goals of therapy, and a discussion of your child's progress during the therapy period. The last part of the occupational therapist's report contains further recommendations to help your child, such as continued occupational therapy, vocational counseling, or treatment by other professionals.





Social Services Reports:

GENERAL FORMAT

Professional reports in the social services tend to follow the same general format. They have four sections, all containing important information. The four sections are:

1. a statement of the problem
2. background information
3. family dynamics information
4. a set of recommendations

1. Statement of the Problem: This section of a social services report describes your child's handicapping condition, and presents the reason why the social service professional is involved in your child's case.

2. Background Information: This section of the report contains important information about your child's early history. Information about your child's birth, the ages at which he learned certain skills, and how he fits into your family are examples of what might be included.

3. Family Dynamics: Here, the social services professional will describe the structure of your family and how different family members work together. It will discuss the backgrounds of individual family members, avoiding information that you feel is highly confidential. This section of the report provides information about family influences that may affect your handicapped child.

4. Recommendations: The final section in a social services report consists of a set of recommendations for helping your handicapped child. These recommendations may include the suggestion that your family seek professional counseling in order to operate more effectively as a whole unit, as well as referrals to professionals who will treat your handicapped child on an individual basis.



SPECIALTY AREAS

The Social Worker's Report: The social worker can provide your family with direct guidance and support as you deal with your special problems. When talking with your social worker, you will be asked to discuss a number of matters relating to yourself and your family. The social worker has been trained to deal with this personal information in a sensitive and thoughtful way. If you build a comfortable relationship with your social worker, you will be able to turn to him for guidance in many different situations.

The social worker's report is, for the most part, a detailed discussion of your family's life together. It also presents a set of recommendations for helping your handicapped child and your whole family, so that you can all learn to deal with the special problems you are likely to encounter.



Interpreting Professional Reports:

SOME GENERAL COMMENTS

In dealing with the professionals who evaluate and treat your child's special problems, you have the responsibility of understanding professional reports in the areas of medicine, psychology, education, and social services. This booklet presents practical information concerning what you can expect from the reports that are written by specialists in each of these areas.

However, even if you are well prepared to understand everything included in professional reports, the next time your child visits a specialist you will probably find that you have many specific questions. Since professional reports are often written in technical language, you should feel free to ask the professional to explain any terms you don't completely understand. A competent professional will be able to explain his evaluation and diagnosis of your child's problems in a way that leaves no confusion or misconceptions in your mind. Also, if the professional has recommended that you seek evaluation or treatment by other specialists, feel free to ask him for appropriate referrals. You may also ask about the probable cost of such professional help. In addition, you should request a written copy of the professional's report for your own records. You will want to have a copy of his recommendations when you arrange for any treatment procedures.

If you think it would be helpful, you can seek the assistance of a second professional in the same field as the professional whose report you are studying. You can ask to have the report sent to the second professional, and then arrange a conference with him to discuss it. You can also ask that the report be sent to another professional with whom you have a particularly good relationship, such as your family doctor. In any case, you cannot expect to understand all the details of professional reports without some assistance. This booklet can be a helpful tool, but you and your handicapped child will still benefit from your readiness to talk openly with professionals who try to understand your problems and who are sensitive to your special needs.

Phone Numbers

Notes

Notes

Quick Reference Chart

A quick reference chart for determining the professionals who should be contacted to provide services to children with various handicapping conditions.		Type of Handicapping Condition								
		Levels of Mental Retardation			Visual Impairment	Hearing Impairment	Physical Impairment	Emotional Disturbance	Learning Disability	Other
		Educable	Trainable	Severe & Profound						
	MEDICAL PROFESSIONALS									
	Pediatrician	N	N	N	N	N	N	N	N	1
	Neurologist	S	S	S			S	S	N	2
	Child Psychiatrist						N	N	S	
	Orthopedist									
	Ophthalmologist				N				S	
	Optometrist				N				S	
	PSYCHOLOGICAL PROFESSIONALS									
	Clinical Psychologist							N	S	2
	School Psychologist	N	N	N	N	N	N	N	N	
	EDUCATIONAL PROFESSIONALS									
	Educational Diagnostician	S	S	S	S	S	S	S	S	
	Special Education Teacher	N	N	N	N	N	N	N	N	
	Speech Pathologist		S	S		N				3
	Audiologist					N			S	3
	Physical Therapist		S	S			N			4
	Occupational Therapist		S	S			N			
	SOCIAL WORK PROFESSIONALS									
	Social Worker	S	S	S	S	S	S	N	S	
	KEY: N Necessary S Suggested	1 - all children with seizures 2 - children with behavioral or adjustment problems 3 - children with disorders of communication 4 - children with motor problems							NOTE: If your child is multi-handicapped, you should contact the proper professionals to deal with each handicapping condition.	